

# Top Global University Project (Type B) Chiba University

## 1. Outline

### 【 Name of project 】

Chiba University : Inspiring Leaders with a Global Perspective

### 【 Future vision of the university TGU project 】

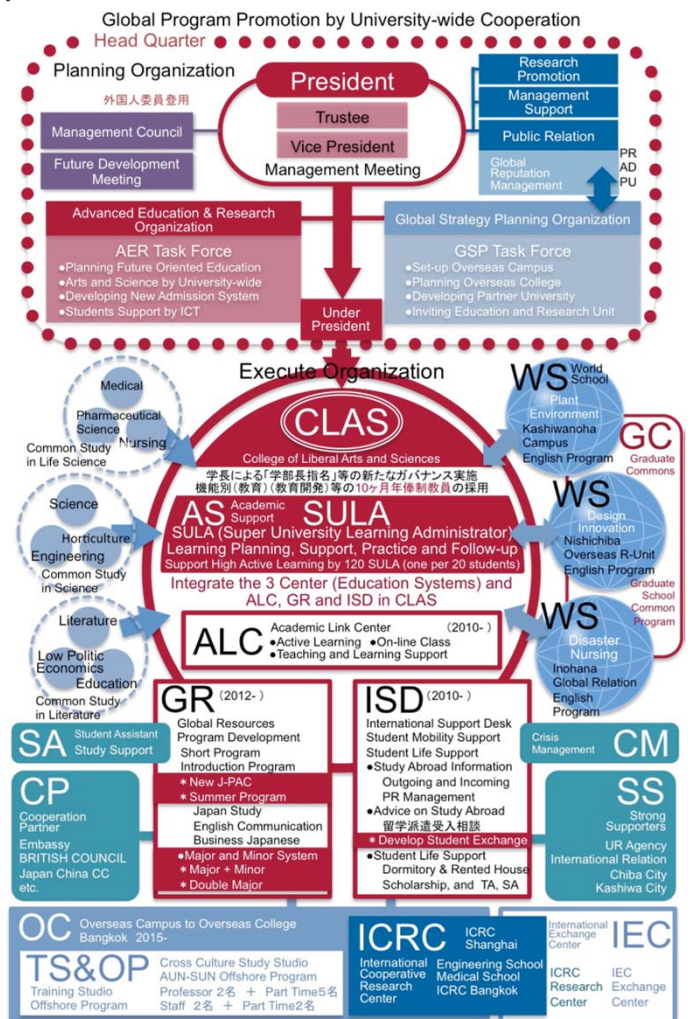
Chiba University drew up the Chiba University Reform Initiative in April 2014. Within the three main fields of study in Chiba University, namely sciences and engineering, life sciences and arts, we aim to educate students to be top level professionals in technology, medicine and business under the umbrella of our [TRIPLE PEAK CHALLENGE]. Considering that the global leaders of the future should be educated with a global perspective, we are designing educational programs to cultivate the intellectual abilities of forming an overview, discovering new perspectives and finding practical solutions, which are fundamental to the development of such leaders. (a globally oriented education). Under the name Rising Chiba University, we will promote the regeneration of Chiba University, establishing a new organization capable of providing a fusion of sciences and humanities, together with professional education. This will enable students to deal flexibly with dynamic changes in society and economy responding to the worldwide demands for globally aligned and innovative human resources.

### 【 Summary of Project 】

This project aim is to undertake a reform of Chiba University by providing tailor-made education to domestic and overseas students in the new College of Liberal Arts. To do so, we are committed to governance reform, learning system reform and program reform, while carrying out a global network reform, with the goal of opening an extension campus overseas. Above all, Chiba University will introduce a unique program called International Liberal Arts, which is a new early admission system for allowing students to save time by gaining early admission in order to utilize that time for overseas study. For this program, we will create new positions with the title of SULAs (Super University Learning Administrators), who will promote the tailor-made education created to support this program. Ad well as this, we will carry out integrated programs at the postgraduate level for “discovering new perspectives”, and establish various study units for “finding practical solutions”, in order to foster expert, globally-aligned human resources. For this purpose, we have set the following goals: to offer over 700 liberal arts subjects taught in English; to annually send 1200 students, accounting for 50% of one undergraduate year, overseas to study; to accept 3000 overseas students per year; and to enroll 120 students through special entrance examinations per year, (10% of the annual intake). Ultimately, we aim to become a globally-oriented university.



( Fig 1 Outline of Project )



( Fig 2 Outline of System )

**[Summary of the 10-year plan]**

**○ 2014 : RISING program is implemented** (“skipwise” for fostering global human resources is also continued), together with internationalization of the school calendar.

The “skipwise” program, which was implemented in 2012 for fostering global human resources, is expanded to become a bidirectional program, sending and accepting overseas students. The Rising program starts this year. With International Japanese Studies as the core, we are continuing to send students overseas, and increase the number of overseas students we accept. To this end, we will increase the number of partner schools and internationalize our school calendar to conform with overseas universities.

**○ 2016 : “College of Liberal Arts and Sciences” is established**

The “College of Liberal Arts and Sciences” will be established. This is the main project of this program and will be a driving force for fostering global human resources in Chiba University. This College, in which students study a blend of global studies, Japan studies, and science, will be developed from the program of “International Japan Studies”.

**○ 2018 : New Global Learning System (Major, Minor, and Certificate programs) is implemented**

The three major subjects in the College of Liberal Arts and Sciences, namely: Global Studies, Japan Studies, and General Science will be made available to the entire university, and new minor programs and certificate programs will be offered. Chiba University as a whole will promote the study of integrated arts and science to develop the wide perspective required for leaders in a global environment.

**○ 2019 : Promotion of internationalization through the expansion of the early admission system to all faculties.**

The early admission system, which is one of the characteristics of Chiba University, is implemented in all faculties. A new entrance examination for the early admission system will be introduced. This will coincide with the start of the planned reforms to the general entrance examination. Under the new early admission examination system, Chiba University is planning to add an entrance examination designed especially for overseas students in order to promote an increase in diversity in Chiba University.

**○ 2021 : Summer (Spring) program is fully implemented across all faculties.**

The “summer program and spring program”, introduced in 2013 as the new orientation program for students from overseas, will be implemented for all the faculties with a wide range of programs. We aim to accept 1200 overseas students for short terms of study.

**○ 2023 : An overseas school is established for realizing the global campus.**

We plan to build an overseas school, which is another of the main projects of this program. After establishing a campus in 2016 we aim to achieve our ultimate goal of establishing an overseas school. We intend to send 200 to 300 students to the campus per year.

**[Featured initiatives (Internationalization, University reform, Education reform)]**

This program will conduct four reforms to transform Chiba University.

**■ Transformation through Governance Reform.**

The College of Liberal Arts and Sciences will provide integrated art-and-science programs through which students can learn a wide range of subjects from arts to sciences under the key concepts of “global perspectives” and “innovation”. In this new College, an organization called “Academic Support” (AS) will support education operations in all faculties of this university. The AS will train the SULAs (Super University Learning Administrators), who will be in charge of academic administration.

**■ Learning System Reform from Governance Reform**

We will start the International Liberal Arts program, which is a new program for encouraging students to save time by entering university one year early and to spend the time saved on studying abroad. The slogan of this program is “Early enrolment for study abroad”. The school calendar will change to have 6 terms a year, thereby indirectly synchronizing with those of overseas universities, and a system of earning credits will be created.

**■ Program Reform from Learning System Reform**

We will develop undergraduate and post-graduate programs with the main purpose of integrating arts and sciences for both

Japanese and overseas students in order to allow students to study a wide range of subjects. In particular, cross-faculty World-School programs based on double-major programs for the undergraduate level, and MEXT’s Re-Inventing Japan Project programs for the postgraduate level will be extended to all faculties.

**■ Global Network Reform**

In the global network reform, we will conduct two major activities: establishment of an overseas campus and interaction among the group of universities affiliated with Chiba University. We will open an overseas campus at Mahidol University in Thailand. The overseas campus will offer experience-type short-term study abroad (training studio) programs, professional education programs, Off-Shore programs, double-degree programs, and joint-degree programs for undergraduate students, and provide international joint research labs (horticultural science, bioscience).

**Chiba University aims for globalization! 4 reforms 3 abilities 4 goals**  
Chiba University has been chosen as a “Super Global University, Type B” (Globalization Leadership) by the Ministry of Education.

**What will you be doing in 10 years’ time?**  
Chiba University is creating a world class campus! Aim to become a global leader at Chiba University!

Chiba University will enhance intellectual development. This includes the ability to form an overview to discover new perspectives and to find practical solutions to problems that arise. These are essential elements for a global leader. Chiba University will conduct 4 educational reforms and develop to become a university focusing on the education of global leaders for the future.  
President of Chiba University Takeshi Tokuhisa

**4 reforms leading to the transformation of Chiba University**

- Transformation through governance reform**
  - Establish a new LIBERAL ARTS FACULTY to realize the greater liberal arts education and promote a global liberal arts education having all its own international organizations.
  - Establish a basis for the internationalized education (experience-type education, problem-solving via a team) in education of overseas students and graduate students using English.
  - Build an organization supporting the operations of all faculties by introducing a new position, called SUI (Super University Learning Administrators) who will be in charge of academic administration and staff and administer a support mechanism tailored to each faculty system.
  - Change the organizational structure of the teaching staff to meet the needs of 12-16 short-term overseas students to be sent to an international school.
- Transformation through learning system reform**
  - Expansion of early university entrance (accept early university entrants at many more faculties). Variety of entrance examinations corresponding to international students and certificate examinations.
  - New entrance calendar introduction to center system (to make it easier to participate in various educational activities).
  - Internationalization of the university education system (cooperation with overseas universities and the order in which to study can be easily understood = preparation of study in English = study abroad for overseas students = introduction of a sign portfolio = to reach individual student’s learning).
- Transformation through program reform**
  - Establish a new LIBERAL ARTS FACULTY to realize the greater liberal arts education and promote a global liberal arts education having all its own international organizations.
  - Establish a basis for the internationalized education (experience-type education, problem-solving via a team) in education of overseas students and graduate students using English.
  - Build an organization supporting the operations of all faculties by introducing a new position, called SUI (Super University Learning Administrators) who will be in charge of academic administration and staff and administer a support mechanism tailored to each faculty system.
  - Change the organizational structure of the teaching staff to meet the needs of 12-16 short-term overseas students to be sent to an international school.
- Transformation through global network reform**
  - Establish an overseas campus (posterior) in Bangkok.
  - Expansion of office exchange (meeting) with various offices (academia) around the world such as Asian University Network Study and the Russell Group in England.

**3 abilities for intellectual development**

- Forming an overview**
- Discovering new perspectives**
- Finding practical solutions**

At Chiba University, we will develop the above to maximize intellectual development. The ability to form an overview will be developed through the completely new liberal arts education, centered around internationalization. The ability to discover will be realized by innovative education involving active learning. We also aim to develop “practical talent” with the practical skills to tackle issues arising in the discovery process.

**4 original goals for Chiba University**

- 7** We will carry out classes in English for a total of 7000 seats in the new LIBERAL ARTS FACULTY. In order to do that we will increase the ratio of foreign teaching staff and expand the joint learning program with overseas students. Syllabuses will also be prepared in Japanese and English.
- 5** We plan to send 1500 students overseas, which is the equivalent of 5% of new students. Therefore, we will establish on overseas campus, provide short-term programs and work closely with overseas programs to increase the number of students studying abroad.
- 3** We will accept 3000 overseas students. We will introduce programs to use Japanese cultural experience-based programs to introduce to practical and short-term intensive programs and in addition, carry out international programs concurrently.
- 1** Chiba University is known for “early university entrance.” We will further expand early university entrance with further Japanese cultural experience-based programs to introduce to practical and short-term intensive programs and in addition, carry out international programs concurrently.

**753+1 Plan (Shichi Go San plus Ichi)**

**Timeline:**

- 2012: Start Go Global Japan Program (Start advance program study abroad)
- 2013: Start BS&G program (Start Super University Program)
- 2018: Start New Liberal Arts Faculty (Start Double Major Program “DOKUSA SCHOOL”)
- 2020: Grand Start Major, Minor and Certificate Program (All Faculties and Schools Start Early Entrance Program)
- 2021: Campus in Bangkok
- 2022: All Faculties and Schools Start Summer Program
- 2023: Campus in Bangkok

**Fig 3 11 Aims for Globalization**

## 2. FY2014 Progress

### ■ Common indicators and targets

#### Internationalization

##### ○ Expansion of Programs by Globalization of Teaching Staff

We have employed 12 lecturers so far for conducting the globalization-related programs. The programs are wide-ranging, from Japanese culture/subculture to English communication. We have also increased the number of our liberal art subjects taught in English.



〈English Communication Class〉

##### ○ Further Globalization through the Internationalization of Staff and Training of New Specialist Staff- SULA

SULAs (Super University Learning Administrators), selected from existing staff who have graduated from overseas universities or have studied abroad, will become specialized in learning administration in order to put into practice the proposed tailor-made education, thereby furthering internationalization. In 2014, we selected candidates for the position of SULA in preparation for the future.

##### ○ Program Development for Increasing the Number of Overseas Students and the Number of Coeducation Programs with Japanese Students

We have developed and carried out two experimental short programs. In addition, plans for term-long programs (for 2 months) and other programs are under consideration. A video for a PR campaign for the programs has been made. These programs promote coeducation of overseas and Japanese students, thereby pushing forward our domestic globalization programs.



〈Short Program PR Video〉

##### ○ Internationalization of the School Calendar and Registrar System

Starting in April 2016, we will implement a 6-term system, consisting of 6 terms of 2 months each, in harmonization with school calendars in other countries. This will facilitate the sending of students overseas and the acceptance of overseas students. Especially, the second term (June to July) will have no compulsory subjects so as to promote overseas summer programs, and the third term (August to September) will include programs for overseas students, making it possible to accept them from September. Accordingly, a curriculum map of each department will be created to allow for a clear understanding of our subject system, and English version syllabi are being prepared.

#### University / Governance reform

##### ○ Preparation for Establishing the College of Liberal Arts and Sciences as a Driving Force for Globalization

Based on the “International Japan Studies program for major subjects (minor subject)”, which is a unique facet of Chiba university, we will establish a new College in which arts and sciences are integrated, so that students will study “Global studies”, “Japan studies” and “Sciences” in combination, thereby pushing forward our goal of globalization. The newly formed college will be the driving force for the new education system of Chiba university, including fostering global human resources. Preparation for its inauguration in 2016 has been completed.



〈Announcement of CLAS on Website〉

##### ○ Global Personnel System

We have introduced an annually reviewed salary system since 2014. As a result, more than 50 people in the staff are under this salary system so far. A cross appointment system, which will be implemented from 2015, will facilitate employment of lecturers from overseas.

##### ○ Cultivation of SULAs and creation of Training System

SULAs, highly-specialized staff in academic administration (mainly for learning support and overseas study), will be recruited and trained, so that Approximately 120 SULAs will be posted in Chiba University's educational operations support organization. In addition, we have implemented a staff training system called Chaperone Training. Some young staff less than 35 years old accompany students on their study abroad programs, to supervise the students and to negotiate and interact with counterpart staff in the partner schools. We have already dispatched 8 persons, thereby increasing their international experience and language skills.

#### Education reform

##### ○ Promotion of Strong Active Learning Skills (Advanced Active Learning)

In order to promote active learning, whose core is the Academic Link Centre, we have prepared more than 10 project-based active learning subjects. Meanwhile, we have expanded the student assistant system (SA system), increasing the practical roles of SAs such as those working in language learning support in English House.

##### ○ Consideration of a Double Major, Minor, and Certificate System

We have begun deliberations for establishing various systems such as a double major involving the study of both arts and science for a 3 year Bachelor's course (with early graduation) + 2 year Masters course; global minors involving the study of subjects related to Global and Japan studies taught in English, general minors for subjects taught in a general way and certificates, which will have lower criteria to earn credits than minor courses. These courses will be offered alongside the current system.

##### ○ Academic Pathways combining Early Admission and Early Graduation

We are planning a program to make it possible for students to obtain a Bachelor's and Master's degree at the age of 22 (3 year Bachelor's course (early graduation) + 2 year Master's course – 1 year (early admission) = 4 years) by combining early admission and early graduation, which are presently offered for Advanced Science Programs. In addition, the ongoing B7M5 program (3.5 year undergraduate with early graduation and 2.5 year master program including 1-year studying abroad) has moved on from the pilot stage to program implementation.

## ■ Chiba University's own indicators and targets 753+1 (Shichi Go San plus Ichi) Plan

### ○ "7" 700 subjects taught in English

Over 700 subjects in English will be offered in the "new" college of liberal arts. In order to do so, we will increase the ratio of foreign teaching staff and expand the joint learning programs with overseas students. The syllabus will be prepared in both Japanese and English. **All newly employed teaching staff from 2015 will teach a liberal arts subject in English.**

### ○ "5": 50% of each new intake (1200 students) will have an opportunity to study abroad

We will send 1200 students (equivalent to 50% of the intake) overseas to study. In order to do so, we will open an overseas campus and improve the short-term overseas study programs. We will expand this program in cooperation with alumni living overseas. **In the fiscal year of 2014, five new short term study abroad programs were established under the BOOT program.** Approximately 140 students studied abroad under these programs in that year. Various similar programs will be developed in future.

### ○ "3": Accept 3000 foreign students

By the final fiscal year of this program, we aim to accept 3000 overseas students per year. In order to welcome 800 overseas students for degree programs, 1000 for semester programs, and 1200 for short programs, we will develop various programs ranging from Japanese cultural experience programs to short-term intensive professional programs. In the fiscal year of 2014, **we welcomed 60 overseas students onto short trial programs, one in the summer and one in the winter.**

### ○ "1" 10% 10% of our intake (240 students) will be accepted through alternative entrance examinations

We will further promote the "early admittance" system, which is a distinguishing feature of Chiba University. In order to do so, we will implement a new early admittance system specifically for overseas study. In addition, we will introduce an International Baccalaureate-based entrance examination and overseas entrance examinations. We will select 10% (=240 students) of the quota via such diversified examinations. **For the College of Liberal Arts and Sciences, which will be established in 2016, it is planned to select 11% of the quota via alternative entrance examinations in English.**

**4 original goals for Chiba University**

**7** We will carry out classes in English for a total of 700 subjects at the NEW LIBERAL ARTS FACULTY. In order to do that we will increase the ratio of foreign teaching staff and expand the joint learning program with overseas students. Syllabuses will also be prepared in Japanese and English.

**5** We plan to send 1,200 students overseas, which is the equivalent of 50% of new students. Therefore, we will establish an overseas campus, improve short-term programs and work closely with overseas graduates to increase numbers of students studying abroad.

**3** We will accept 3,000 overseas students. We will improve programs from Japanese cultural experience-based programs to various specialized short-term intensive programs and in addition, run a summer program concurrently.

**1** Chiba University is known for "early university entrance" and we will further introduce early university entrance especially for overseas study. In addition, we will introduce the International Baccalaureate entrance examinations and overseas entrance examinations and select 10% (240 students) of new entrants through these examinations.

**753+1 Plan**  
(Shichi Go San plus Ichi)

<753+1 Planning Brochure>

## ■ Featured initiatives based on the characteristics of the university

### ○ Establishment of College of Liberal Arts and Sciences

In the College of Liberal Arts and Sciences, students will learn to understand international society, and will study new technology and culture originating in Japan, which will make a contribution to the world. The students will be educated to integrate what they learn from a wide range of blended arts and sciences education, and to cultivate the ability to identify and solve problems from a uniquely Japanese viewpoint. **Preparation for the establishment of this College started in the fiscal year of 2014, with the aim of opening it in 2016.**

### ○ Implementation of Special Staff, SULA

Current staff entitled "Amanuensis" have been trained as personnel specialized in learning administration. SULAs will be trained as the key staff of this program responsible for putting into practice the tailor-made education and will hold a position superior to Amanuensis staff. **Preparations for the introduction of SULAs in 2016 started in 2014.**

### ○ "International Liberal Arts Program" featuring double major courses and overseas study

The early admission examination, which is currently running, is focused on science courses. Therefore, this program will implement this early admission examination for new combined literature and science courses. ¶ This early admission examination and early graduation will make it possible to obtain a Bachelor's and Master's degree by the age of 22, including long-term study abroad. In addition, **the B7M5 program (3.5 year undergraduate course with early graduation and 2.5 year master program including 1 year studying abroad) has moved on from the pilot stage to program implementation.**

### ○ World School Postgraduate Major·Minor Program

We will establish the "World School" program to extend globalization to postgraduate schools. The World School is a program bridging a plurality of graduate schools. **In 2015 we will convert the "plant environment designing program", which has been a part of the MEXT Re-Inventing Japan Project, into the World School. In order to do this, we have summarized the achievements so far to design the program.**

## ■ Free description

### ○ Construction of a Global Network

In order to strengthen ties with Mahidol University and open a satellite campus, we are pursuing various cooperative activities with this university in Thailand.

We will send over 200 undergraduate students per year, establishing a strong coalition with them.

### ○ Establishing a Network with other Domestic Universities

The 6 national universities alliance of SixERS (Six National Universities International Education and Research System (Niigata, Chiba, Kanazawa, Okayama, Nagasaki, and Kumamoto), which started in 2014, has established a coalition with AUN (ASEAN University Network) and opened a joint office with Northeast Normal University (Changchun, China). We will cooperate with domestic universities through various alliances and aim to establish partnerships with overseas alliances.



<Study Program PR Video in Mahidol>

### 3. FY2015 Progress

#### ■ Common indicators and targets

#### Internationalization

##### ○ Expansion of Programs by Globalization of Teaching Staff

We have employed 12 lecturers so far for conducting the globalization-related programs. The programs are wide-ranging, from Japanese culture/subculture to English communication. We have also increased the number of our liberal art subjects taught in English.



〈English Communication Class〉

##### ○ Further Globalization through the Internationalization of Staff and Training of New Specialist Staff- SULA

SULAs (Super University Learning Administrators), selected from existing staff who have graduated from overseas universities or have studied abroad, will become specialized in learning administration in order to put into practice the proposed tailor-made education, thereby furthering internationalization. In FY 2016, we selected two (Chiba University) people as SULAs who were assigned to the College of Liberal Arts and Sciences.

##### ○ Program Development for Increasing the Number of Overseas Students and the Number of Coeducation Programs with Japanese Students

We have developed and carried out two experimental short programs. In FY 2016, we distributed our pamphlets to our partner universities and we will start 13 programs. In addition, plans for term-long programs (for 2 months) and other programs are under consideration. A video for a PR campaign for the programs has been made. These programs promote coeducation of overseas and Japanese students, thereby pushing forward our domestic globalization programs.



〈Short Program PR Video〉

##### ○ Internationalization of the School Calendar and Registrar System

Starting in April 2016, we implemented a 6-term system, consisting of 6 terms of 2 months each, in harmonization with school calendars in other countries. This will facilitate the sending of students overseas and the acceptance of overseas students. Especially, the second term (June to July) has no compulsory subjects so as to promote overseas summer programs, and the third term (August to September) includes programs for overseas students, making it possible to accept them from September.

A numbering system and a curriculum map of each department were created in FY 2015 and introduced in FY 2016. These allow for a clearer understanding of our subject system. English version syllabi are being prepared, and have already been prepared in the faculties of Medicine, Pharmaceutical Sciences and Engineering.

#### University / Governance reform

##### ○ Establishing the new “College of Liberal Arts and Sciences” as a Driving Force for Globalization

Based on the “International Japan Studies program for major subjects (minor subject)”, which is a unique facet of Chiba University, we established a new College in spring 2016., in which, arts and sciences are integrated, so that students will study “Global studies”, “Japan studies” and “Sciences” in combination. This will push forward our goal of globalization. The newly formed college will be the driving force for the new education system of Chiba University, including fostering global human resources.



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We have adopted an annually reviewed salary system since FY 2014. As a result, more than 100 people in the staff are under this salary system so far. We will also prepare a cross appointment system which will facilitate employment of lecturers from overseas.

##### ○ Cultivation of SULAs and creation of a Training System

SULAs, highly-specialized staff in academic administration (mainly for learning support and overseas study), will be recruited and trained. Approximately 120 SULAs will be posted in Chiba University's educational operations support organization. In addition, we have implemented a staff training system called Chaperone Training. Some young staff accompany students on their study abroad programs, to supervise the students and to negotiate and interact with counterpart staff in the partner schools. We have already dispatched 12 persons, thereby increasing their international experience and language skills.

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##### ○ Promotion of Strong Active Learning Skills (Advanced Active Learning)

In order to promote active learning, whose core is the Academic Link Centre, we have prepared more than 10 project-based active learning subjects. Meanwhile, we have expanded the student assistant system (SA system), increasing the practical roles of SAs such as those working in language learning support in English House.

##### ○ Consideration of a Double Major, Minor, and Certificate System

We have begun deliberations for establishing various systems such as a double major involving the study of both arts and science, for a 3 year Bachelor's course (with early graduation) + 2 year Masters course; global minors involving the study of subjects related to Global and Japan studies taught in English ; general minors for subjects taught in a general way and certificates, which will have lower criteria to earn credits than minor courses. These courses will be offered alongside the current system.

##### ○ Academic Pathways combining Early Admission and Early Graduation

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Over 700 subjects in English will be offered in the new "College of Liberal Arts and Sciences". In order to do so, we will increase the ratio of foreign teaching staff and expand the joint learning programs with overseas students. The syllabus will be prepared in both Japanese and English. **All newly employed teaching staff from FY 2015 will teach a liberal arts subject in English.**

### ○ "5": 50% of each new intake (1200 students) will have an opportunity to study abroad

We will send 1200 students (equivalent to 50% of the intake) overseas to study. In order to do so, we will open an overseas campus and increase the short-term overseas study programs. We will expand these program in cooperation with alumni living overseas. **In the FY 2015, approximately 220 students studied abroad under short term study abroad programs including beginners program for study abroad called "BOOT".** Various programs will be developed in future.

### ○ "3": Accept 3000 foreign students

By the final fiscal year of this program, we aim to accept 3000 overseas students per year. In order to welcome 800 overseas students for degree programs, 1000 for semester programs, and 1200 for short programs, we will develop various programs ranging from Japanese cultural experience programs to short-term intensive professional programs. **In FY 2015, we welcomed 60 overseas students onto short trial programs, one in the summer and one in the winter.**

### ○ "1": 10% of our intake (240 students) will be accepted through alternative entrance examinations

We will further promote the "early admittance" system, which is a distinguishing feature of Chiba University. In order to do so, we will implement a new early admittance system specifically for overseas study. In addition, we will introduce an International Baccalaureate-based entrance examination and overseas entrance examinations. We will select 10% (=240 students) of the quota via such diversified examinations. **For the College of Liberal Arts and Sciences established in FY 2016, 11% of the quota were selected via alternative entrance examinations in English.**

**4 original goals for Chiba University**

**7** We will carry out classes in English for a total of 700 subjects at the NEW LIBERAL ARTS FACULTY. In order to do that we will increase the ratio of foreign teaching staff and expand the joint learning program with overseas students. Syllabuses will also be prepared in Japanese and English.

**5** We plan to send 1,200 students overseas, which is the equivalent of 50% of new students. Therefore, we will establish an overseas campus, improve short-term programs and work closely with overseas graduates to increase numbers of students studying abroad.

**3** We will accept 3,000 overseas students. We will improve programs from Japanese cultural experience-based programs to various specialized short-term intensive programs and in addition, run a summer program concurrently.

**1** Chiba University is known for "early university entrance" and we will further introduce early university entrance especially for overseas study. In addition, we will introduce the international Baccalaureate entrance examinations and overseas entrance examinations and select 10% (240 students) of new entrants through these examinations.

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(Shichi Go San plus Ichi)

<753+1 Planning Brochure>

## ■ Featured initiatives based on the characteristics of the university

### ○ Establishment of College of Liberal Arts and Sciences

In the College of Liberal Arts and Sciences, students will learn to understand international society, and will study new technology and culture originating in Japan, which will make a contribution to the world. The students will be educated to integrate what they learn from a wide range of blended arts and sciences education, and to cultivate the ability to identify and solve problems from a uniquely Japanese viewpoint. **Preparation for the establishment of this College started in FY 2014, and it was established in 2016 with the approval of the Japanese government.**

### ○ Implementation of Special Staff, SULA

Current staff "Amanuensis" have been trained as personnel specialized in learning administration. SULAs will be trained as the key staff of this program responsible for putting into practice the tailor-made education and will hold a position superior to Amanuensis staff. **In FY 2016, we selected two persons as SULAs who have been recruited from Chiba University, and they were assigned to the College of Liberal Arts and Sciences.**

### ○ "International Liberal Arts Program" featuring double major courses and overseas study

The early admission, which is currently conducted, is focused on science courses. Therefore, we will start International Liberal Arts Program and offer early admission for the combined course of humanities and sciences. This early admission and early graduation will make it possible for students to obtain a Bachelor's and Master's degree by the age of 22, including long-term study abroad. In addition, **we have implemented the B7M5 program (3.5 year undergraduate course with early graduation and 2.5 year master program including 1 year studying abroad) since FY 2015 .**

### ○ World School Postgraduate Major·Minor Program

We will establish the "World School" program to extend globalization to postgraduate schools. The World School is a program bridging a plurality of graduate schools. **In 2015 we will convert the "plant environment designing program", which has been a part of the MEXT Re-Inventing Japan Project, into the World School. In order to do this, we have summarize the achievements so far to design the program.**

## ■ Free description

### ○ Construction of a Global Network

In order to strengthen ties with Mahidol University and open a satellite campus, we are pursuing various cooperative activities with this university in Thailand. We will send over 200 undergraduate students per year, establishing a strong coalition with them. Also, we have established a Berlin campus in Charité - Universitätsmedizin Berlin/Humboldt Univ. (Germany) and a San Diego campus for life science in University of California, San Diego (USA). We have begun to operate 3 overseas campuses from FY 2016.

### ○ Establishing a Network with other Domestic Universities

The 6 national universities alliance of SixERS (Six National Universities International Education and Research System (Niigata, Chiba, Kanazawa, Okayama, Nagasaki, and Kumamoto), which started in FY 2014, has established a coalition with AUN (ASEAN University Network) and opened a joint office with Northeast Normal University (Changchun, China). We will cooperate with domestic universities through various alliances and aim to establish partnerships with overseas alliances.



<Study Program PR Video in Mahidol>

## 4. FY2016 Progress

### ■ Common indicators and targets

#### Internationalization

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〈English Communication Class〉

##### ○ Further Globalization through the Internationalization of Staff and Training of New Specialist Staff- SULA

SULAs (Special University Learning Administrators), selected from existing staff who have graduated from overseas universities or have studied abroad, will become specialized in learning administration in order to put into practice the proposed tailor-made education, thereby furthering internationalization. In FY 2016, we assigned two staff members to SULAs of the College of Liberal Arts and Sciences.

##### ○ Program Development for Increasing the Number of Overseas Students and the Number of Coeducation Programs with Japanese Students

Number of Coeducation Programs with Japanese Students we carried out 13 short programs and accept 300 overseas students in FY 2016. We distributed our pamphlets to our partner universities and made PR videos for a campaign. In addition, plans for term-long programs (for 2 months) and other programs are under consideration. These programs promote coeducation of overseas and Japanese students, thereby pushing forward our domestic globalization programs.



DESIGN FIX & PREPARE FINAL PRESENTATION  
〈Short Program PR Video〉

##### ○ Internationalization of the School Calendar and Registrar System

Starting in April 2016, we implemented a 6-term system, consisting of 6 terms of 2 months each, in harmonization with school calendars in other countries. This will facilitate the sending of students overseas and the acceptance of overseas students. Especially, in the second term (June to July) there are no compulsory subjects as to promote overseas summer programs, and the third term (August to September) includes programs for overseas students, making it possible to accept them from September. We have introduced a numbering system and a curriculum map and have operated a digital portfolio system. These allow for a clearer understanding of our subject system. Around 1200 subjects of English version syllabi have been prepared, and it overtook the expected target.

#### University / Governance reform

##### ○ Establishing the new “College of Liberal Arts and Sciences” as a Driving Force for Globalization

Based on the “International Japan Studies program for major subjects (minor subject)”, which is a unique facet of Chiba University, we established a new College in spring 2016, in which, arts and sciences are integrated, so that students will study “Global studies”, “Japan studies” and “Sciences” in combination. This will push forward our goal for globalization. The newly formed college will be the driving force for the new education system of Chiba University, including fostering global human resources.



〈CLAS 's Website〉

##### ○ Global Personnel System

We have adopted an annually reviewed salary system since FY 2014. As a result, more than 100 people in the staff are under this salary system so far. We have also prepared a cross appointment system since FY 2017 and adopted lecturers from overseas university. That system will facilitate employment of lecturers from overseas.

##### ○ Cultivation of SULAs and creation of a Training System

SULAs, highly-specialized staff in academic administration (mainly for learning support and overseas study), are recruited and trained. We assigned 2 members of staff to SULAs. Approximately 120 SULAs will be posted in Chiba University's educational operations support organization. In addition, we have implemented a staff training system called Chaperone Training. Some young staff accompany students on their study abroad programs, to supervise the students and to negotiate and interact with counterpart staff in the partner schools. We have already dispatched 13 people, thereby increasing their international experience and language skills.

#### Education reform

##### ○ Promotion of Strong Active Learning Skills (Advanced Active Learning)

In order to promote active learning, whose core is the Academic Link Centre, we have prepared more than 10 project-based active learning subjects. Meanwhile, we have expanded the student assistant system (SA system), increasing the practical roles of SAs such as those working in language learning support in English House.

##### ○ Consideration of a Double Major, Minor, and Certificate System

We are deliberating establishing various systems such as a double major involving the study of both arts and science, for a 3 year Bachelor's course (with early graduation) + 2 year Masters course; global minors involving the study of subjects related to Global and Japan studies taught in English; general minors for subjects taught in a general way and certificates, which will have lower criteria in which to earn credits than minor courses. These courses will be offered alongside the current system.

##### ○ Academic Pathways combining Early Admission and Early Graduation

We have created a system to make it possible for students to obtain a Bachelor's and Master's degree at the age of 22 (3 year Bachelor's course (early graduation) + 2 year Master's course – 1 year (early admission) = 4 years) by combining early admission and early graduation, which are presently offered for Advanced Science Programs. In addition, the B7M5 program (3.5 year undergraduate with early graduation and 2.5 year master program including 1-year studying abroad) has been implemented. 5-7 students graduate early and go on to master course using this system every year.

## ■ Chiba University's own indicators and targets 753+1 (Shichi Go San plus Ichi) Plan

### ○ “7”: 700 subjects taught in English

Over 700 subjects in English will be offered in the new “College of Liberal Arts and Sciences”. In order to do so, we will increase the ratio of foreign teaching staff, (It has increased by 5.5% in FY2016), and expand the joint learning programs with overseas students. The syllabus will be prepared in both Japanese and English. **All newly employed teaching staff from FY 2015 have to teach a liberal arts subject in English.**

### ○ “5”: 50% of each new intake (1200 students) will have an opportunity to study abroad

We will send 1200 students (equivalent to 50% of the intake) overseas to study. In order to do so, we will open an overseas campus and increase the short-term overseas study programs. We will expand these programs in cooperation with alumni living overseas. **In the FY 2016, approximately 330 students studied abroad under short term study abroad programs including a beginners program for study abroad called “BOOT”.** Various programs have been and will continue to be developed.

### ○ “3”: Accept 3000 foreign students

By the final fiscal year of this program, we have aimed to accept 3000 overseas students per year. In order to welcome 800 overseas students for degree programs, 1000 for semester programs, and 1200 for short programs, we developed various programs ranging from Japanese cultural experience programs to short-term intensive professional programs. **In FY 2016, we welcomed 300 overseas students onto short programs.**

### ○ “1”: 10% of our intake (240 students) will be accepted through alternative entrance examinations

We will further promote the “early admittance” system, which is a distinguishing feature of Chiba University. In order to do so, we will implement a new early admittance system specifically for overseas study. In addition, we introduced overseas entrance examinations and will continue to expand them. Also we plan to introduce an International Baccalaureate-based entrance examination. We will select 10% (=240 students) of the quota via such diversified examinations. **For the College of Liberal Arts and Sciences established in FY 2016, 11% of the quota were selected via alternative entrance examinations in English, 6% were by Admission Office entrance examination. It will be expanded into other faculties.**

**4 original goals for Chiba University**

**7** We will carry out classes in English for a total of 700 subjects at the NEW LIBERAL ARTS FACULTY. In order to do that we will increase the ratio of foreign teaching staff and expand the joint learning program with overseas students. Syllabuses will also be prepared in Japanese and English.

**5** We plan to send 1,200 students overseas, which is the equivalent of 50% of new students. Therefore, we will establish an overseas campus, improve short-term programs and work closely with overseas graduates to increase numbers of students studying abroad.

**3** We will accept 3,000 overseas students. We will improve programs from Japanese cultural experience-based programs to various specialized short-term intensive programs and in addition, run a summer program concurrently.

**1** Chiba University is known for “early university entrance” and we will further introduce early university entrance especially for overseas study. In addition, we will introduce the International Baccalaureate entrance examinations and overseas entrance examinations and select 10% (240 students) of new entrants through these examinations.

**753+1 Plan**  
(Shichi Go San plus Ichi)

<753+1 Planning Brochure>

## ■ Featured initiatives based on the characteristics of the university

### ○ Establishment of College of Liberal Arts and Sciences

In the College of Liberal Arts and Sciences, students will learn to understand international society, and will study new technology and culture originating in Japan, which will make a contribution to the world. The students will be educated to integrate what they learn from a wide range of blended arts and sciences education, and to cultivate the ability to identify and solve problems from a uniquely Japanese viewpoint. **It was established in 2016.**

### ○ Implementation of Special Staff, SULA

Current staff “Amanuensis” have been trained as personnel specialized in learning administration. SULAs will be trained as the key staff of this program responsible for putting into practice the tailor-made education and will hold a position superior to Amanuensis staff.

### ○ “International Liberal Arts Program” featuring double major courses and overseas study

The early admission, which is currently conducted, is focused on science courses. Therefore, we will start International Liberal Arts Program and offer early admission for the combined course of humanities and sciences. This early admission and early graduation will make it possible for students to obtain a Bachelor’s and Master’s degree by the age of 22, including long-term study abroad. In addition, **we have implemented the B7M5 program (3.5 year undergraduate course with early graduation and 2.5 year master program including 1 year studying abroad) since FY 2015 .**

### ○ World School Postgraduate Major-Minor Program

We will establish the “World School” program to extend globalization to postgraduate schools. The World School is a program bridging a plurality of graduate schools. We have built the “Plant Environment Designing” program, “Post Urban Living Innovation” program “Campus Asia Plant Environment innovation” program had been a part of the MEXT Re-Inventing Japan Project. In order to convert them into the World School, **we have organized a Design Innovation Center** as the mother body.

## ■ Free description

### ○ Construction of a Global Network

In order to strengthen ties with Mahidol University, we are pursuing various cooperative activities with this university in Thailand, and **we will finally open a satellite campus in FY 2017.** We will send over 200 undergraduate students per year, establishing a strong coalition with them. Also, we have established a Berlin campus in Charité - Universitätsmedizin Berlin/Humboldt Univ. (Germany) and a San Diego campus for life science in University of California, San Diego (USA). We have begun to operate 3 overseas campuses as of FY 2016.

### ○ Establishing a Network with other Domestic Universities

The 6 national universities alliance of SixERS (Six National Universities International Education and Research System (Niigata, Chiba, Kanazawa, Okayama, Nagasaki, and Kumamoto) has established a coalition with AUN (ASEAN University Network) and opened a joint office with Northeast Normal University (Changchun, China). We will cooperate with domestic universities through various alliances and aim to establish partnerships with potential future overseas alliances.



<Study Program PR Video in Mahidol>



## 5. FY2017 Progress

### ■ Common indicators and targets

#### Internationalization

##### ○ Expansion of Programs by Globalization of Teaching Staff

We have employed 17 academic staffs so far for conducting the globalization-related programs. The programs are wide-ranging, from Japanese culture/subculture to English communication. We have also increased the number of our liberal art subjects taught in English.



〈English House〉

##### ○ Further Globalization through the Internationalization of Staff and Training of New Specialist Staff- SULA

SULAs (Special University Learning Administrators), selected from existing staff who have graduated from overseas universities or have studied abroad, will become specialized in learning administration in order to put into practice the proposed tailor-made education, thereby furthering internationalization. We assigned 12 staff members to SULAs (It has increased by 10 people in FY 2017).

##### ○ Program Development for Increasing the Number of Overseas Students and the Number of Coeducation Programs with Japanese Students

We carried out 7 short programs and accepted approximately 200 overseas students in FY 2017. We distributed our pamphlets to our partner universities and made PR videos for a campaign. In addition, plans for term-long programs (for 2 months) and other programs are under consideration. These programs promote coeducation of overseas and Japanese students, thereby pushing forward our domestic globalization programs.



〈Food Safety : Short Program〉

##### ○ Internationalization of the School Calendar and Registrar System

Starting in April 2016, we implemented a 6-term system, consisting of 6 terms of 2 months each, in harmonization with school calendars in other countries. This will facilitate the sending of students overseas and the acceptance of overseas students. Especially, in the second term (June to July) there are no compulsory subjects as to promote overseas summer programs, and we set up our own summer programs. Using this gap term, more than 120 people have studied abroad over the last two years at the College of Liberal Arts and Sciences where study abroad is mandatory. And the third term (August to September) includes programs for overseas students, making it possible to accept them from September.

#### University / Governance reform

##### ○ Establishing the new “College of Liberal Arts and Sciences” as a Driving Force for Globalization

Based on the minor program called “International Japan Studies”, which is a unique facet of Chiba University, we established a new College in spring 2016, in which, arts and sciences are integrated, so that students will study “Global studies”, “Japan studies” and “Sciences” in combination. This will push forward our goal for globalization. The newly formed college will be the driving force for the new education system of Chiba University, including fostering global human resources.



〈CLAS 's Curriculum Construction〉

##### ○ Global Personnel System

We have adopted an annually reviewed salary system since FY 2014. As a result, more than 330 people in the staff are under this salary system so far. We have also introduced a cross appointment system since FY 2015 and accepted academic staffs from overseas university. That system will facilitate employment of academic staffs from overseas.

##### ○ Cultivation of SULAs and creation of a Training System

SULAs, highly-specialized staffs in academic administration (mainly for learning support and overseas study), are recruited and trained. We assigned 12 members of staff to SULAs. Approximately 120 SULAs will be posted in Chiba University's educational operations support organization. In addition, we have implemented a staff training system called Chaperone Training. Some young staffs accompany students on their study abroad programs, to supervise the students and to negotiate and interact with counterpart staffs in the partner schools. We have already dispatched 16 people, thereby increasing their international experience and language skills.

##### ○ Foreign language education reform

We established a working group aiming for reform of foreign language education in FY 2017. We will implement curriculum reform in FY2020.

#### Education reform

##### ○ Promotion of Strong Active Learning Skills (Advanced Active Learning)

In order to promote active learning, whose core is the Academic Link Centre, we have prepared more than 10 project-based active learning subjects. Meanwhile, we have expanded the student assistant system (SA system), increasing the practical roles of SAs such as those working in language learning support in English House.

##### ○ Consideration of a Double Major, Minor, and Certificate System

We are deliberating establishing various systems such as a double major involving the study of both arts and sciences, for a 3 year Bachelor's course (with early graduation) + 2 year Masters course; global minors involving the study of subjects related to International Japan Studies taught in English; general minors for subjects taught in a general way, and certificate programs which have lower level requirements. Starting in April 2018, these courses are offered alongside the current system.

##### ○ Academic Pathways combining Early Admission and Early Graduation

We have created a system to make it possible for students to obtain a Bachelor's and Master's degree at the age of 22 (3 year Bachelor's course (early graduation) + 2 year Master's course – 1 year (early admission) = 4 years) by combining early admission and early graduation, which are presently offered for Advanced Science Programs. In addition, the B7M5 program (3.5 year undergraduate with early graduation and 2.5 year master program including 1-year studying abroad) has been implemented. 5-7 students graduate early and go on to master course using this system every year.

## ■ Chiba University's own indicators and targets 753+1 (Shichi Go San plus Ichi) Plan

### ○ "7": 700 subjects taught in English

Over 700 subjects in English will be offered in the new "College of Liberal Arts and Sciences". In order to do so, we will increase the ratio of foreign teaching staff, (It has increased by 2% in FY2017), and expand the joint learning programs with overseas students. The syllabus will be prepared in both Japanese and English. **All newly employed teaching staff from FY 2015 have to teach a liberal arts subject in English.**

### ○ "5": 50% of each new intake (1200 students) will have an opportunity to study abroad

We will send 1200 students (equivalent to 50% of the intake) overseas to study. In order to do so, we will open an overseas campus and expand the short-term overseas study programs. We will expand these programs in cooperation with alumni living overseas. **In the FY 2017, approximately 750 students studied abroad under a variety of short term programs including a beginners program called "BOOT".** Various programs have been and will continue to be developed.

### ○ "3": Accept 3000 foreign students

By the final fiscal year of this program, we aim to accept 3000 overseas students per year. In order to welcome 800 overseas students for degree programs, 1000 for semester programs, and 1200 for short programs, we developed various programs ranging from Japanese cultural experience programs to short-term intensive professional programs. **In FY 2017, we welcomed approximately 200 overseas students onto short programs.**

### ○ "1": 10% of our intake (240 students) will be accepted through alternative entrance examinations

We will further promote the "early admittance" system, which is a distinguishing feature of Chiba University. In order to do so, we will implement a new early admittance system specifically for overseas study. In addition, we introduced overseas entrance examinations and will continue to expand them. Also we plan to introduce an International Baccalaureate-based entrance examination. We will select 10% (=240 students) of the quota via such diversified examinations. **For the entrance examination of FY 2018 in the College of Liberal Arts and Sciences, 11% of the quota were selected via alternative entrance examinations in English, 6% were by Admission Office entrance examination. It will be expanded into other faculties.**

## ■ Featured initiatives based on the characteristics of the university

### ○ Establishment of College of Liberal Arts and Sciences

In the College of Liberal Arts and Sciences, students will learn to understand international society, and will study new technology and culture originating in Japan, which will make a contribution to the world. The students will be educated to integrate what they learn from a wide range of blended arts and sciences education, and to cultivate the ability to identify and solve problems from a uniquely Japanese viewpoint. **It was established in 2016.**

### ○ Implementation of Special Staff, SULA

Current staff "Amanuensis" have been trained as personnel specialized in learning administration. SULAs will be trained as the key staff of this program responsible for putting into practice the tailor-made education and will hold a position superior to Amanuensis staff.

### ○ "International Liberal Arts Program" featuring double major courses and overseas study

The early admission, which is currently conducted, is focused on science courses. Therefore, we will start International Liberal Arts Program and offer early admission for the combined course of humanities and sciences. This early admission and early graduation will make it possible for students to obtain a Bachelor's and Master's degree by the age of 22, including long-term study abroad. In addition, **we have implemented the B7M5 program (3.5 year undergraduate course with early graduation and 2.5 year master program including 1 year studying abroad) since FY 2015 .**

### ○ World School Postgraduate Major-Minor Program

We will establish the "World School" program to extend globalization to postgraduate schools. The World School is a program bridging a plurality of graduate schools. We have built the "Plant Environment Designing" program, "Post Urban Living Innovation" program "Campus Asia Plant Environment innovation" program "Future Agriculture with Russian Far east Pre-Master to PhD" Program had been a part of the MEXT Re-Inventing Japan Project. In order to convert them into the World School, **we have organized a Design Innovation Center** as the mother body.

## ■ Free description

### ○ Construction of a Global Network

In order to strengthen ties with Mahidol University, we are pursuing various cooperative activities with this university in Thailand, and **we opened a Bangkok campus in September 2017.** We will send over 200 undergraduate students per year, establishing a strong coalition with them. Also, we have established a Berlin campus in Charité - Universitätsmedizin Berlin/Humboldt Univ. (Germany) and a San Diego campus for life science in University of California, San Diego (USA). We have begun to operate 3 overseas campuses as of FY 2016.

### ○ Establishing a network with other Domestic Universities

The 6 national universities alliance of SixERS (Six National Universities International Education and Research System (Niigata, Chiba, Kanazawa, Okayama, Nagasaki, and Kumamoto) has established a coalition with AUN (ASEAN University Network) and opened a joint office with Northeast Normal University (Changchun, China). We will cooperate with domestic universities through various alliances and aim to establish partnerships with potential future overseas alliances.



## 753+1 PLAN Shichi Go San plus Ichi

We will carry out classes in English for a total of 700 subjects at the COLLEGE OF LIBERAL ARTS AND SCIENCES. In order to do that, we will increase the ratio of foreign teaching staff and expand the joint learning program with overseas students. Syllabuses will also be prepared in Japanese and English.

We plan to send 1,200 students overseas, which is the equivalent of 50% of new students. Therefore, we will establish an overseas campus, improve short-term programs and work closely with overseas graduates to increase numbers of students studying abroad.

We will accept 3,000 overseas students. We will improve programs from Japanese cultural experience-based programs to various specialized short-term intensive programs and in addition, run a summer program concurrently.

Chiba University is known for "early university entrance" and we will further introduce early university entrance especially for overseas study. In addition, we will introduce the International Baccalaureate entrance examinations and overseas entrance examinations and select 10% (240 students) of new entrants through these examinations.

<753+1 Planning Brochure>



<Bangkok Campus Opening Ceremony>

## 6. FY2018 Progress

### ■ Common indicators and targets

#### Internationalization

##### ○ Expansion of Programs by Globalization of Teaching Staff

We have employed 17 academic staffs so far for conducting the globalization-related programs. The programs are wide-ranging, from Japanese culture/subculture to English communication. We have also increased the number of our liberal art subjects taught in English.



〈English House〉

##### ○ Further Globalization through the Internationalization of Staff and Training of New Specialist Staff- SULA

SULAs (Special University Learning Administrators), selected from existing staff who have graduated from overseas universities or have studied abroad, will become specialized in learning administration in order to put into practice the proposed tailor-made education, thereby furthering internationalization. We assigned 24 staff members to SULAs (It has increased by 13 people in FY 2018).

##### ○ Program Development for Increasing the Number of Overseas Students and the Number of Coeducation Programs with Japanese Students

We carried out 13 short programs and accepted approximately 300 overseas students in FY 2018. We distributed our pamphlets to our partner universities and made PR videos for a campaign. In addition, plans for term-long programs (for 2 months) and other programs are under consideration. These programs promote coeducation of overseas and Japanese students, thereby pushing forward our domestic globalization programs.



〈Food Safety : Short Program〉

##### ○ Internationalization of the School Calendar and Registrar System

Starting in April 2016, we implemented a 6-term system, consisting of 6 terms of 2 months each, in harmonization with school calendars in other countries. This will facilitate the sending of students overseas and the acceptance of overseas students. Especially, in the second term (June to July) there are no compulsory subjects as to promote overseas summer programs, and we set up our own summer programs. Using this gap term, more than 270 people have studied abroad over the last three years at the College of Liberal Arts and Sciences where study abroad is mandatory. And the third term (August to September) includes programs for overseas students, making it possible to accept them from September.

#### University / Governance reform

##### ○ Expand the Global Program of the College of Liberal Arts and Sciences to the whole university

We will continue to expand the integrative approach of these three concepts; "International"+ "Japan + "Science", which is the philosophy of the College of Liberal Arts and Sciences across the whole university.

Study abroad will be compulsory for all students entering the university from 2020. This initiative is named the ENGINE program, and global education will be promoted along with integrative education of the arts and the sciences.



〈CLAS 's Curriculum Construction〉

##### ○ Global Personnel System

We adopted an annually reviewed salary system since FY2014. As a result, more than 300 members of staff are currently under this salary system as per last year. We have also introduced a cross-appointment system since FY2015 and accepted academic researchers from overseas universities. This system will facilitate the employment of academic staff from overseas.

##### ○ Cultivation of SULAs and creation of a Training System

SULAs, highly-specialized staffs in academic administration (mainly for learning support and overseas study), are recruited and trained. We assigned 24 members of staff to SULAs. Approximately 60 SULAs will be posted in Chiba University's educational operations support organization. In addition, we have implemented a staff training system called Chaperone Training. Some young staffs accompany students on their study abroad programs, to supervise the students and to negotiate and interact with counterpart staffs in the partner schools. We have already dispatched 17 people, thereby increasing their international experience and language skills.

##### ○ Foreign language education reform

We established a working group aiming for reform of foreign language education in FY2017 and formulated Rubrics introducing the achievement level of English proficiency for the whole university. We will start the reform of our English curriculum in FY2020..

#### Education reform

##### ○ Promotion of Strong Active Learning Skills (Advanced Active Learning)

In order to promote active learning, whose core is the Academic Link Centre, we have prepared more than 10 project-based active learning subjects. Meanwhile, we have expanded the student assistant system (SA system), increasing the practical roles of SAs such as those working in language learning support in English House.

##### ○ Expand the provision of Minor and Certificate Program

We introduced various programs such as Minor Programs, Global Minors involving the study of subjects related to International Japan Studies taught in English, and certificate programs which have lower level requirements. These programs have been introduced since FY2018, and we have strategically expanded the provision of Minor and Certificate Programs.

We are still currently deliberating establishing Double Major programs involving the study of both arts and sciences, for a 3 year Bachelor's course (with early graduation) + 2 year Masters Course.

##### ○ Academic Pathways combining Early Admission and Early Graduation

We have created a system to make it possible for students to obtain a Bachelor's and Master's degree at the age of 22 (3 year Bachelor's course (early graduation) + 2 year Master's course – 1 year (early admission) = 4 years) by combining early admission and early graduation, which are presently offered for Advanced Science Programs. In addition, the B7M5 program (3.5 year undergraduate with early graduation and 2.5 year master program including 1-year studying abroad) has been implemented. 5-7 students graduate early and go on to master course using this system every year.

## ■ Chiba University's own indicators and targets 753+1 (Shichi Go San plus Ichi) Plan

### ○ "7": 700 subjects taught in English

Over 700 subjects in English will be offered in the new "College of Liberal Arts and Sciences". In order to do so, we will increase the ratio of foreign teaching staff, (It has increased by 1% in FY2018), and expand the joint learning programs with overseas students. The syllabus will be prepared in both Japanese and English. **All newly employed teaching staff from FY 2015 have to teach a liberal arts subject in English.**

### ○ "5": 50% of each new intake (1200 students) will have an opportunity to study abroad

We will send 1200 students (equivalent to 50% of the intake) overseas to study. In order to do so, we will open an overseas campus and expand the short-term overseas study programs. We will expand these programs in cooperation with alumni living overseas. **In the FY 2018, approximately 900 students studied abroad under a variety of short term programs including a beginners program called "BOOT".** Various programs have been and will continue to be developed.

### ○ "3": Accept 3000 foreign students

By the final fiscal year of this program, we aim to accept 3000 overseas students per year. In order to welcome 800 overseas students for degree programs, 1000 for semester programs, and 1200 for short programs, we developed various programs ranging from Japanese cultural experience programs to short-term intensive professional programs. **In FY 2018, we welcomed approximately 300 overseas students onto short programs.**

### ○ "1": 10% of our intake (240 students) will be accepted through alternative entrance examinations

We will further promote the "early admittance" system, which is a distinguishing feature of Chiba University. In order to do so, we will implement a new early admittance system specifically for overseas study. In addition, we introduced overseas entrance examinations and will continue to expand them. Also we plan to introduce an International Baccalaureate-based entrance examination. We will select 10% (=240 students) of the quota via such diversified examinations. **For the entrance examination of FY 2019 in the College of Liberal Arts and Sciences, 11% of the quota were selected via alternative entrance examinations in English, 6% were by Admission Office entrance examination. It will be expanded into other faculties.**

## ■ Featured initiatives based on the characteristics of the university

### ○ Evolution of the College of Liberal Arts and Sciences

In the **College of Liberal Arts and Sciences, which was established in FY2016**, students will learn to understand international society and will study new technology and culture originating in Japan, thus contributing to the world. The students will be educated to integrate what they learn from a wide range of blended arts and sciences education, and to cultivate the ability to identify and solve problems from a uniquely Japanese viewpoint.

Through expanding the vision of the College of Liberal Arts and Sciences, we will build programs suitable for graduate level.

### ○ Implementation of Special Staff, SULA

Current staff "Amanuensis" have been trained as personnel specialized in learning administration. SULAs will be trained as the key staff of this program responsible for putting into practice the tailor-made education and will hold a position superior to Amanuensis staff.

### ○ "International Liberal Arts Program" featuring double major courses and overseas study

The early admission, which is currently conducted, is focused on science courses. Therefore, we will start International Liberal Arts Program and offer early admission for the combined course of humanities and sciences. This early admission and early graduation will make it possible for students to obtain a Bachelor's and Master's degree by the age of 22, including long-term study abroad. In addition, **we have implemented the B7M5 program (3.5 year undergraduate course with early graduation and 2.5 year master program including 1 year studying abroad) since FY 2015.**

### ○ World School Postgraduate Major-Minor Program

We will establish the "World School" program to extend globalization to postgraduate schools. The World School is a program bridging a plurality of graduate schools. We have built the "Plant Environment Designing" program, "Post Urban Living Innovation" program, "Campus Asia Plant Environment innovation" program, "Future Agriculture with Russian Far east Pre-Master to PhD" program, "Japan-U.S. Unique Program using COIL" program had been a part of the MEXT Re-Inventing Japan Project. In order to convert them into the World School, **we have organized a Design Innovation Center** as the mother body.

## ■ Free description

### ○ Construction of a Global Network

We have newly established the Institute for Global Campus Planning which will promote the strategic development of 17 overseas sites of Chiba University. The institute is operating 3 overseas campuses; **a Bangkok campus (Mahidol University, Sep. 2017)**, a Berlin campus (Charité - Universitätsmedizin Berlin/Humboldt University, 2016), and a San Diego campus (UC, San Diego, 2016) as well as International Exchange Centers and overseas offices. Based on its global network organized by the institute, we will promote compulsory study abroad for all students.

### ○ Establishing a Network with universities within Japan

The 6 national universities alliance of SixERS (Six National Universities International Education and Research System (Niigata, Chiba, Kanazawa, Okayama, Nagasaki, and Kumamoto)) has established a coalition with AUN (ASEAN University Network), and took part in a meeting and held a networking event for further collaboration with the Excellence 9 (E9), which represents an alliance of Science and Technology Universities in China. We will cooperate with other Japanese universities through various alliances and aim to establish partnerships with overseas alliances.



## 753+1 PLAN Shichi Go San plus Ichi

We will carry out classes in English for a total of 700 subjects at the COLLEGE OF LIBERAL ARTS AND SCIENCES. In order to do so, we will increase the ratio of foreign teaching staff and expand the joint learning program with overseas students. Syllabuses will also be prepared in Japanese and English.

We plan to send 1,200 students overseas, which is the equivalent of 50% of new students. Therefore, we will establish an overseas campus, improve short-term programs and work closely with overseas graduates to increase numbers of students studying abroad.

We will accept 3,000 overseas students. We will improve programs from Japanese cultural experience-based programs to various specialized short-term intensive programs and in addition, run a summer program concurrently.

Chiba University is known for "early university entrance" and we will further introduce early university entrance especially for overseas study. In addition, we will introduce the International Baccalaureate entrance examinations and overseas entrance examinations and select 10% (240 students) of new entrants through these examinations.

<753+1 Planning Brochure>



<Bangkok Campus Opening Ceremony>

## 7. FY2019 Progress

### ■ Common performance indicators and targets

#### Internationalization

##### ○ Enhancement of international educational programs through internationalization of instructors

To date, we have employed 17 instructors to implement global education programs. The programs include courses on Japanese culture, subculture, English communication, and individual practical training at our dedicated facility named “English House.”



〈Presentation at the Mexican Embassy in Japan〉

##### ○ Promotion of internationalization through globalization of administrative staff members and development of new “SULA” support positions

We promote internationalization by developing new staff members specializing in student support for learning and administrative matters named “SULA” (Super University Learning Administrator). SULAs are selected from staff members who graduated from overseas universities or have studied abroad to help realize tailor-made education. To date, there are 37 SULAs, including 14 newly appointed members in FY 2019. We also started recruiting personnel dedicated to internationalization of our University. Through these endeavors, we continue to expand our professional staff base.

##### ○ Development of programs to invite more international students and implementation of co-educational programs with Japanese students

We conducted 14 Short Programs (summer or winter programs) in fiscal year (FY) 2019 and accepted approximately 300 international students. We implemented PR campaigns that targeted partner institutes overseas (using print and digital media) and examined plans for termed programs (two months). We advanced our global educational program in Japan by expanding the co-education of international and Japanese students in these termed programs. We also established 12 new programs that encourage everyone to study abroad under the ENGINE Plan.



〈Thailand: Short program for regional revitalization〉

##### ○ Promotion of internationalization within our education system, including the academic calendar

In FY 2016, we introduced a six-term education system (first two-month term starts in April) to promote student exchanges with educational institutes abroad. In particular, we promoted our students' participation in overseas summer school programs. We also established our own summer school programs. To allow more students to participate in such summer term programs, we eliminated compulsory courses during Term 2 (June–July). This gapped term has resulted in about 400 College of Liberal Arts and Sciences students (cumulative) studying abroad in the past four years. Studying abroad is compulsory in the College of Liberal Arts and Sciences and we recommend at least two study abroad terms per student. On the other hand, programs for international students are held in Term 3 (August–September), in line with the global academic calendar, allowing us to accept international students.

#### Governance reform

##### ○ Expansion of global programs from the College of Liberal Arts and Sciences throughout the University

In FY 2020 and afterwards, we will expand the philosophy of the College of Liberal Arts and Sciences, which provides an education that combines arts and sciences that integrates the approaches of “Global” + “Japanese” + “Science,” to the whole university. To this end, all students enrolling after 2020 are required to study abroad (ENGINE Plan). We continue to promote further global and integrated education.



##### ○ Global personnel system

We introduced an annual salary system in FY 2014, and applied this system to more than 300 personnel in 2019 respectively. We have been recruiting researchers from universities overseas through the development of our cross-appointment system since FY 2015, and we continue to recruit instructors from around the globe.

〈ENGINE Plan encouraging everyone to study abroad〉

##### ○ Development of SULA and enhancement of staff training systems

We established a new personnel position named “SULA,” who supports students on learning and administrative matters (mainly on earning degrees and on studying abroad). We actively recruit and foster highly professional staff. Eventually, the educational operation support organizations across the University will include about 60 SULAs. By 2019, 37 SULAs were appointed. To develop skills, supervise students, and negotiate and interact with administrative staff members of our partner institutes, we have sent young administrative staff members to programs where our students study abroad. We sent 8 staff members abroad in FY 2019, which has increased the international perspectives and language skills of our staff members. To date, approximately 70 staff members have been trained through this initiative.

##### ○ Reform of foreign language education

Beginning in FY 2020, the compulsory credits in English were doubled. For specialized courses, we reformed the English learning system to allow students to continuously learn English by establishing presentation-centered classes taught in English. Furthermore, the curricula on foreign languages will be overhauled in FY 2020 to accommodate differing language ability of students.

#### Education reform

##### ○ Promotion of advanced active learning = Evolution into smart learning

We have established more than ten advanced active learning courses utilizing PBL methods to promote active learning centered on academic links, which is a strength of Chiba University. We also promote smart learning that enables students to learn anywhere. For example, students can take compulsory subjects of our University without a gap even while studying abroad. We aim to establish more than 100 smart learning subjects.

##### ○ Enhancement of minor and certificate programs

We have built various diploma programs, including the Global Minor program, which allows students to take classes in English certified as an International Japanese Studies class, a general minor program, or certificate programs that require fewer credits to earn a certificate of completion. We launched our first program in FY 2018 and have continued to expand our minor and certificate programs. We also established seven Minor programs and one Certificate program in our graduate schools as Practice-based Global Study Programs for Graduate Schools.

##### ○ Diversification of academic paths by combining early admission and accelerated graduation

By combining early admission allowed under the Advanced Science Program and accelerated graduation, we developed a program that enables students to acquire a double major at the age of 22 (3 years (accelerated graduation) + 2 years – 1 year (early admission) = 4 years). We also implemented the B7M5 program (graduating from undergraduate schools in an accelerated manner in 3.5 years and studying abroad for the first year of a 2.5-year master's program). Annually, 5–7 students have taken advantage of this system and continued to the master's program after an early graduation.

## ■ Original performance indicators and achievement goals of Chiba University 753+1 Plan (Shichi Go San plus Ichi)

### ○ “7”: 700 subjects to be taught in English

The brand new College of Liberal Arts and Sciences will eventually conduct classes for 700 subjects in English. To this end, we will increase the ratio of international instructors and expand co-education programs between Japanese and international students. We also aim to prepare syllabi in both Japanese and English. **Since FY 2015, all recruited instructors are required to instruct liberal arts subjects in English. The ratio of international teachers has increased by about 1.5% in FY 2019 compared to FY 2018.**

### ○ “5”: 50% of the admission quota (1200 students) study abroad

**We sent about 900 students abroad in FY 2019 utilizing programs such as the BOOT Program dedicated to providing guidance for studying abroad.** Beginning in FY 2020, the ENGINE Plan will encourage all students to study abroad. In 2019, we prepared to execute the Plan. We estimate that 2000 master's program students will study abroad in FY 2020, 3,000 undergraduate and master's students will study abroad in FY 2021, and more than 4,000 will study abroad annually beginning in FY 2023.

### ○ “3”: 3000 international students to be accepted

By the final year of the 753+1 Plan, we will accept 3000 international students per year, which will include 800 students in degree programs, 1000 students in semester programs, and 1200 students in Short Programs. In FY 2019, we implemented 14 Short Programs and welcomed 300 international students. We also launched semester programs in our specialized courses and accepted nearly 80 students.

### ○ “1”: 10% of admission quota (240 students) to be admitted by various entrance examinations

We promote early admission, which is a strength of our University. To this end, we are launching a dedicated early admission scheme for students who study abroad. We also select 10% of the admission quota (240 students) through various entrance examinations, including international baccalaureate entrance examinations and entrance examinations conducted overseas. **Our first overseas entrance examination will be in South Korea and it will be expanded in the future. In FY 2020, the College of Liberal Arts and Sciences selected 11% of its admission quota with entrance examinations in English and 6% by the AO entrance examination. The AO entrance examination will also be expanded to other faculties.**



## 753+1 PLAN Shichi Go San plus Ichi

We will carry out classes in English for a total of 700 subjects at the COLLEGE OF LIBERAL ARTS AND SCIENCES. In order to do that, we will increase the ratio of foreign teaching staff and expand the joint learning program with overseas students. Syllabuses will also be prepared in Japanese and English.

We plan to send 1,200 students overseas, which is the equivalent of 50% of new students. Therefore, we will establish an overseas campus, improve short-term programs and work closely with overseas graduates to increase numbers of students studying abroad.

We will accept 3,000 overseas students. We will improve programs from Japanese cultural experience-based programs to various specialized short-term intensive programs and, in addition, run a summer program concurrently.

Chiba University is known for “early university entrance” and we will further introduce early university entrance especially for overseas study. In addition, we will introduce the International Baccalaureate entrance examinations and overseas entrance examinations and select 10% (240 students) of new entrants through these examinations.

〈753+1 Planning Brochure〉

## ■ Distinct initiatives based on the characteristics of Chiba University

### ○ Evolution of College of Liberal Arts and Sciences: Diverse pathways to graduate school education, including the establishment of the Graduate Degree Program of Global and Transdisciplinary Studies, which is the first degree program in Japan to adopt a transdisciplinary approach

**The College of Liberal Arts and Sciences, which was established in FY 2016,** produced its first graduates in FY 2019. The general education combining the arts and sciences at the College have resulted in continued learning. Nearly 20% of the graduates are continuing to graduate programs. Graduates continue to learn by combining the arts and science, not only in the newly established Graduate Degree Program of Global and Transdisciplinary Studies, which utilizes transdisciplinary collaboration among different graduate schools, but also in more traditional fields such as literature, engineering, and horticulture.

### ○ Establishment of a dedicated supporting member SULA → Establishing a Senior SULA post

By FY 2019, a total of 37 SULAs were appointed. We have also established the “Senior SULA” position, which supervises and strategically organizes SULAs across the university. We have centralized information about diverse learning support schemes by managing SULAs across the University, allowing University-wide SULAs to assist faculties that do not require SULAs frequently such as the Faculty of Education (faculty for obtaining teacher licenses), School of Medicine, Faculty of Pharmaceutical Sciences, and School of Nursing.

### ○ Liberal Arts and Sciences Program provides students with opportunities to maximize time to acquire a double major or study abroad

The current early admission scheme mainly targets students majoring in the sciences. However, the Liberal Arts and Sciences Program will allow early admission for students majoring in both arts and sciences for the first time. By combining this early admission scheme and the accelerated graduation scheme, students can earn a double major or participate in a long-term study abroad program for a year or more and graduate on schedule. **In FY 2015, we launched the B7M5 Program (graduating from undergraduate schools in an accelerated manner in 3.5 years and studying abroad for the first year of a 2.5-years master's program).**

### ○ World School/ Major/ Minor Programs for graduate schools

We established the “World School” program as a Practice-based Global Study Program for Graduate Schools. Currently, we grant minors or certificates to students who have completed one of the seven transdisciplinary university-wide programs, including Plant Environment Designing Program, Post-Urban Living Innovation Program, Campus Asia Plant Environment Innovation Program, Future Agriculture with Russian Far east Pre-Master to Ph.D. Program, and COIL Japan U.S. Unique Program. These programs have been established by the Innovation Education Center. We will continue to establish other new programs.

## ■ Free description

### ○ Global networks

We recently established the Core Center for Promotion of Global Campuses at the end of FY 2018. We actively encourage every student to study abroad by strategically utilizing our 17 overseas bases, including 3 overseas campuses such as the **Bangkok Campus (September 2017)**, Berlin Campus (Charité-Universitätsmedizin Berlin (formerly Medical Faculty at Humboldt University of Berlin), 2016), and San Diego Campus (UC San Diego), 2016), our International Exchange Center offices, and overseas offices.

### ○ Networks with other universities in Japan

The SixERS, a Consortium of Six National Universities in Japan (Chiba, Niigata, Kanazawa, Okayama, Nagasaki, and Kumamoto Universities) has executed a partnership agreement with AUN (ASEAN University Network). The SixERS also discussed potential cooperation and held an information exchange workshop with the Chinese Excellence League (E9), which is an alliance of universities for science and engineering in China. We continue to cooperate with domestic universities through various alliances, allowing us to contribute as equal partners in overseas alliances.



〈Visit to WHO hosted by our Berlin Office〉